



**COLORADO**

Department of Education

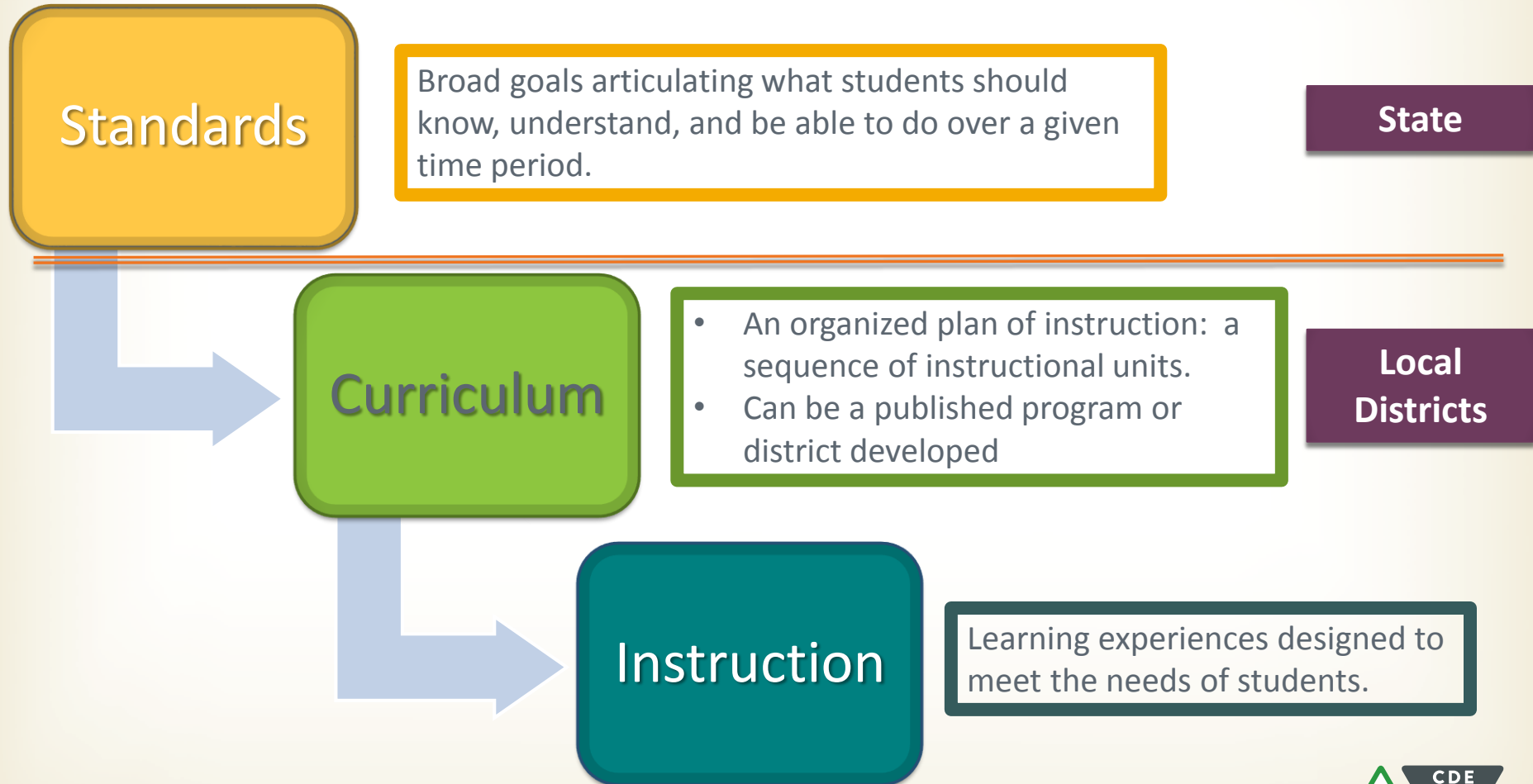
# Upcoming Standards Review and Revision Process

December, 2016

# Purpose

- To provide information about the state plans for the standards revision process and how local boards of education, parents, and community members can be involved in the process
- To gather input on the standards review and revision process

# The Relationship to Standards to Classroom Instruction



# What Are the Legislative Requirements for the Colorado Academic Standards?



# CAP4K Timeline

- **2008:** CAP4K passes; school readiness and postsecondary workforce readiness defined by the State Board of Education
- **2009:** Standards revision process conducted; new standards adopted in all ten content areas (called the Colorado Academic Standards)
- **2010:** Assessment system attributes defined; Common Core State Standards in mathematics and English/language arts adopted; standards in these two content areas reissued
- **2011-13:** Transition process to new standards and assessments
- **2013-14:** Full implementation of standards and continued transition to new assessment system
- **July 1, 2018:** The first review and revision cycle for the Colorado Academic Standards is set to conclude (and every six years thereafter)

# Key Components of CAP4K Related to Standards

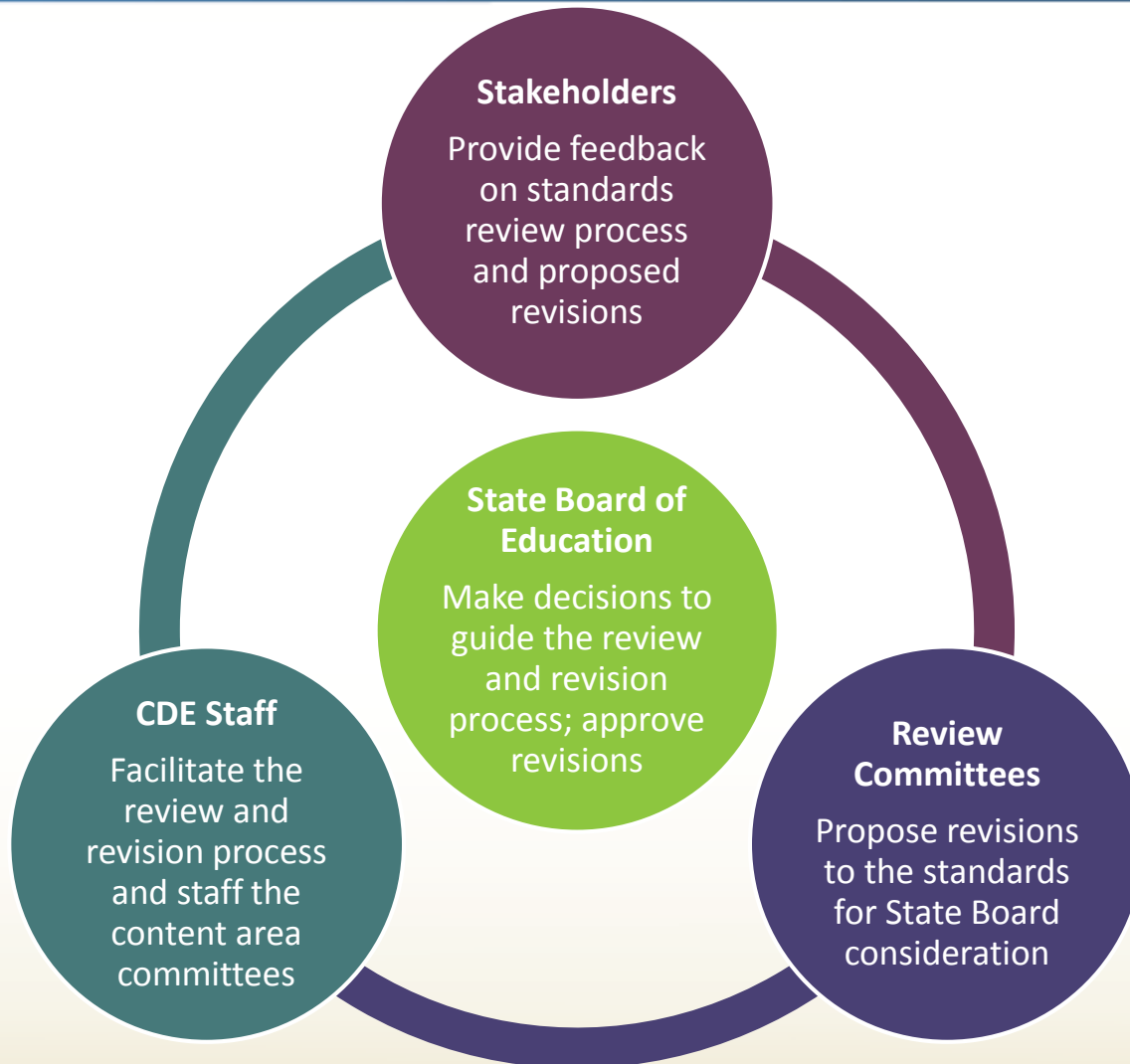
The Colorado Academic Standards must:

- **Minimally include: reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, financial literacy**
  - HB 16-1198 requires addition of optional, secondary computer science standards by July 2018
- **Be comparable in scope, relevance, and rigor to the highest national and international standards**
- **Require the development of creativity and innovation skills; critical-thinking and problem-solving skills; communication and collaboration skills; social and cultural awareness; civic engagement; initiative and self-direction; flexibility; productivity and accountability; character and leadership; and information technology application skills**
- **Be aligned with career and technical education standards, as practicable**
- **Be aligned with the state's postsecondary and workforce description**
- **Lead to postsecondary and workforce readiness**

# What Are the Components of the Review and Revision Proposal?



# Roles and Responsibilities





# What Principles Could Guide the Review and Revision Process?

## Considerations for Guiding Principles

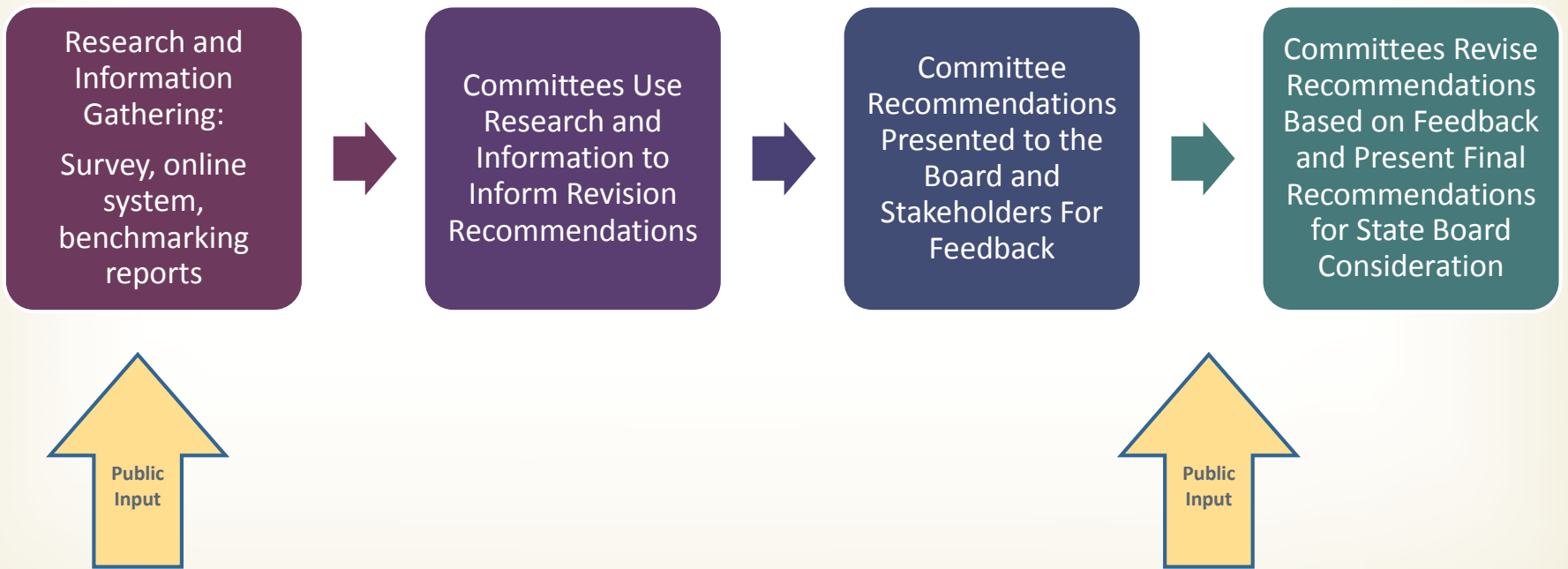
The standards development process could be guided by these principles:

- Transparent
- Inclusive
- Research-informed
- Consistent with statutory requirements

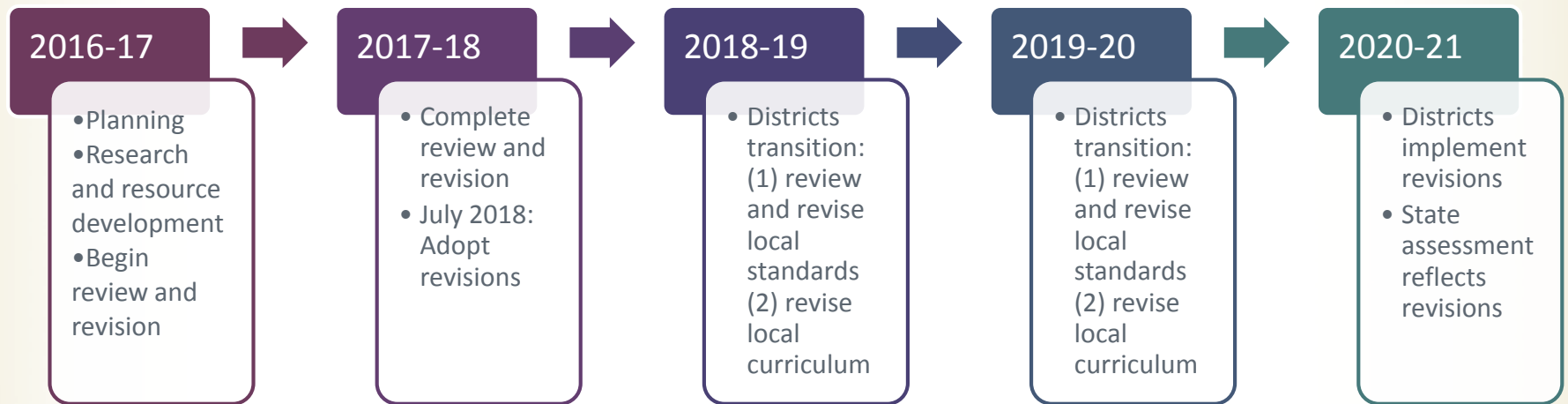
**What are your thoughts on these principles?**

**What other principles might inform the process?**

# Basic Process



# Review and Revision Timeline



# What's Happening Now?

## ■ Online Standards Review System

- Purpose: Gain specific feedback on each standard to inform the planning process and the work of the standards committees
- Timeline: November 9 – December 31 (extending to January 31, 2017)

# What's On the Horizon?

- **Early 2017**

- Launch communications for the standards review and revision process

- **Spring 2017**

- Application process for the standards review and revision committees

- **Monthly through July 2018**

- Updates to State Board of Education and decision points for the standards review and revision process
- Communication to stakeholders about the progress of the review and revision process and information about how to be involved

# How To Become Involved

- Provide input using the online standards review system
- Provide your comments to the department about the review and revision process:  
[standardsreview2018@cde.state.co.us](mailto:standardsreview2018@cde.state.co.us)
- Sign up to receive standards review and revision updates:  
<https://www.surveymonkey.com/r/standardsupdate>
- Apply to be on a committee or recruit members

# Questions, Comments, and Feedback



# Effective Instruction and Leadership Spoke Committee

## CLDE Stakeholder Update

**December 12, 2016**





# Agenda

- **Teacher qualifications in ESSA**
  - Background information handout on NCLB requirements and definitions of State terms provided
  - Overview of applicable Colorado statute
  - **Decision point:** paraprofessionals
- **Equitable access to teachers**
  - Changes from NCLB to ESSA
  - Identifying gaps
    - Learning Policy Institute report
  - **Decision point:** defining 'out-of-field' and 'inexperienced'
- **Supporting teachers**
  - Decision point: CDE supports to the field



# Teacher Qualifications in ESSA

**Changes from NCLB, Colorado context, and decision  
points**



# Changes in ESSA - Licensure

- ESSA now requires LEAs and States to ensure that teachers and paraprofessionals in programs supported by Title I funds meet applicable State licensure and certification requirements.
- This replaces the highly qualified provision in NCLB.
  - See handout for details on these previous requirements



# Applicable State Statute

- **Part 2 of Article 63, Teacher Employment, Compensation, and Dismissal, the following requirements are applicable to this requirement in ESSA:**
  - The board of a school district shall not enter into an employment contract with any person as a teacher...unless such person holds an initial or a professional teacher's license or authorization issued...
  - A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract...
- **Waivers from the above are allowed and must be approved by the State Board of Education**
- **No applicable CO statute regarding paraprofessionals**

# Paraprofessionals

- **ESSA requires LEAs and States to ensure that paraprofessionals in programs supported by Title I meet applicable State licensure and certification requirements.**
  - Colorado law contains no such requirements.
  - The Spoke Committee recommends that Title I instructional paraprofessionals continue to be held to the highly qualified requirements that existed under NCLB.
    - The intention is to ensure that students who are most at-risk have access to the most qualified instructional staff.
    - LEAs have been meeting this requirement with 100% compliance.
  - The final Consolidated State Plan Template released on 11/29/16 does not include a place to address this issue.
  - **Decision point:** Should a recommendation be made to the Colorado Legislature regarding requirements for paraprofessionals?

# Equitable Access: NCLB to ESSA

- NCLB required LEAs and States to ensure that low-income and minority students were not taught at disproportionate rates by inexperienced, unqualified, or out-of-field teachers who are:
  - Inexperienced,
  - Unqualified,
  - Out-of-field.
- ESSA continues this requirement by adding ineffective teachers to the above list.
- All of the above terms must be defined in the State Plan
  - See handout of definitions under NCLB and options for ESSA

# Identifying Gaps

## ■ CDE identified gaps

- Detailed in the 2015 Educator Equity Plan (see handout)
- Schools fall into quartiles based on poverty and minority populations
  - \*NOTE: CDE includes ALL schools when calculating quartiles. The Consolidated State Plan template instructs us to look only at:
    - Low-income and minority students enrolled in Title I schools
    - Non-low-income and non-minority students enrolled in non-Title I schools
- Non-highly qualified used as the measure for both unqualified and out-of-field
- Gaps primarily identified with distribution of **inexperienced teachers** in both high minority and high poverty schools.

# Decision Points: Equitable Access

- 1. For the purposes of ensuring and reporting equitable access to teachers as required by ESSA, how should Colorado define an ‘out-of-field’ teacher?**
  - See handout with table of options
  - What are some potential unintended (or intended) consequences of the possible definitions?
    - See flow chart handout
- 2. How should CDE define inexperience for the above purpose?**



# Decision Points: Equitable Access

3. The USDE instructs SEAs to calculate teacher equity using only low-income and minority students in Title I schools when compared to non-low-income and non-minority students in non-Title I schools. Currently, CDE includes all schools when calculating equity and believe this is the better method. Should CDE continue to include all schools when calculating equity?
4. ESSA requires LEAs to develop a plan for addressing any disproportionate rates if and when they are discovered. Currently, this plan requirement is met within the UIP. The Title Programs Spoke Committee has recommended to continue this practice. Should this plan remain in the UIP or should it reside elsewhere?

# Decision Points: Equitable Access

- **Prior to the 2015 Educator Equity Plan, CDE used statewide percentages of inexperienced and out-of-field teachers as cut points for identifying disproportionate rates when publicly posting equitable distribution of teachers.**
  - 2015 analysis (see handout) did not identify gaps at the LEA level
  - In the equity plan, analyses were based on comparing percent of novice and qualified teachers in minority or poverty quartiles

# Decision Points: Equitable Access

- **Decision point: How should CDE identify disproportionate rates at the LEA level?**
  - Options to consider:
    - Compare differences in percentage of teachers from each category across quartiles and require addressing any gap of any size
      - Question: Calculate district or state quartiles?
    - Set districtwide percentages as cut points at which point the gap must be addressed
    - Continue to use statewide percentages as cut points
- The table below is an example:

PctQtl	DistrictPct	StatePct	PctGap	EqtQtl	DistrictEqGap	StateEqGap
4 (Low Poverty)	18.38	19.11	-0.73	Gap between 4 (low) and 1 (high)	2.4	14.8
3	14.77	16.55	-1.79	Gap between 4 (low) and 2	3.05	2.03
2	21.43	21.14	0.29	Gap between 3 and 1 (high)	6.01	17.36
1 (High Poverty)	20.78	33.91	-13.13			



# Supporting Teachers

## Recommendations for CDE Supports



# Recruitment and Retention

- **Question for Spoke Committee:** How can/should CDE support the recruitment and development of educators across Colorado?
- **Spoke recommendations:**
  - Culturally responsive training
  - Whole child support – social-emotional development, mental health
  - Teacher cadet programs – there is a need for more support from CDE in helping districts develop their own programs
  - Recruitment tools and strategies that would be helpful:
    - Resource bank for the *Self-Assessment for Healthy Human Capital Systems*
    - Job board for rural positions
  - **Decision point:** Are the above supports likely to equitable access to effective teachers in Colorado?

# Thank You and Contact Information

- Thank you for your time and insight today!
- For more information, contact the Effective Instruction and Leadership Spoke Committee leads:
  - Colleen O'Neil  
(303) 866-6945 | [Oneil\\_C@cde.state.co.us](mailto:Oneil_C@cde.state.co.us)
  - Jennifer Simons  
(303) 866-3905 | [Simons\\_J@cde.state.co.us](mailto:Simons_J@cde.state.co.us)



**COLORADO**  
Department of Education

# CLDE Stakeholder Collaborative

December 15, 2016

# ESSA School Improvement





# Identification of Schools

## ■ Comprehensive Schools:

- Includes at least the bottom 5% of lowest performing Title I schools
- Includes any high school failing to graduate at least 1/3 of students
- Identified at least every three years starting in 2017-18

## ■ Targeted Schools

- Any schools that is consistently underperforming for one or more disaggregated groups of students
- Additional Targeted schools (schools with subgroups that would meet the lowest 5% definition)



# Support to Districts

**Support to Districts with schools identified for Comprehensive and/or Targeted Support:**

- **District ELD Program Review**
- **Facilitated District Program Quality Rubrics**
- **Facilitated ELD Program Requirements with District leadership, community, others**
  
- **What else???**



# Support to Comprehensive/Targeted Schools

- **School ELD Program Review (in development)**
  - **Facilitated School ELD Program Quality Rubrics (in development)**
  - **Facilitated ELD Program Requirements with School leadership, community, others**
- 
- **What else??**

# Standardized Entrance and Exit Criteria



# Standardized Entrance Criteria

## CLDE Stakeholders responded....

- **Should Colorado create a standardized Language Use Survey?**
  - 50% - yes, with district ability to edit
  - 50% - no, districts wanted to maintain their own document
- **Should Colorado illustrate via flowchart/decision tree using initial ELP assessment results to classify students?**
  - 100% - yes
- **Should Colorado consider WIDA's proficiency cutpoint on the WIDA screener as proficient in the initial classification stage?**
  - Body of evidence was strongly recommended to be used along WIDA Screener in all respondents.
  - Some respondents said use WIDA, some said we set our own

# Standardized Exit Criteria

## CLDE Stakeholders responded....

- **Should the “English Proficient: performance standard on the state ELP test specify composite and domain scores?”**
  - 100% - yes
- **Should Colorado set a performance standard beyond WIDA’s recommended level?**
  - Responses varied depending on new ACCESS 2.0 standard setting
- **Should Colorado request an extension in implementing “standardized redesignation and exit criteria” when an additional year of PARCC and ACCESS for ELLs is available that will yield more reliable and valid data to make decisions?**
  - 100% - yes

# Standardized Exit Criteria

- **What areas of content from PARCC and/or CMAS should be analyzed in setting the English Proficient standard?**
  - 100% - English Language Arts
  - Other content areas to consider: Mathematics, Social Studies, and Science

# Data Collection and Reporting

## CLDE Stakeholders responded....

- **Should Colorado maintain a centralized language use survey database that can be accessible to all districts?**
  - 80% - yes
- **Should WIDA Screener results be made available to all Colorado district data users?**
  - 80% -yes
- **Should ACCESS for ELLs/Alternate ACCESS results be made available to all Colorado district data users?**
  - 100% - yes



# Proposed ESSA State plan requirement if regulations pass as proposed

CDE also has concerns that using a single assessment score for both student program exit criteria and state accountability determinations has potential to incentivize negative behaviors.

- **Research, best practices, evidence based outcomes**
- **Colorado belief and values**
  - Body of evidence
  - Multiple data points
- **Use of assessment for both accountability and instructional program decisions**
  - No other program uses assessments in this manner
  - Students do not exit Title I services based on CMAS ELA or Math

# Process for Determining Exit Criteria

- To create a growth-to-standard measure, we need a definition of English proficient that results in student's being redesignated as FEP and exited from programming.
- Given the current limitations with WIDA ACCESS 2.0 (online v. paper score discrepancies, revised proficiency levels, and a new standard setting) CDE does not feel comfortable establishing exit criteria at this time.
- We will lay out a process for establishing exit criteria once all available technical and student information is available (hopefully for 2018-19).

# Process for Establishing Exit Criteria

- Review available literature on definitions of and timelines for acquiring English proficiency (generally recommend 5-7 years).
- Review historical CDE data (ELP and content area assessments) to determine patterns of EL progress over time and in comparison to native English-speaking peers in Colorado. Analyze outcomes for students after redesignation to determine whether previous cuts were appropriate.
- Once information from WIDA's ACCESS 2.0 standard setting is published, review performance descriptors, consortium recommended cuts (if available) and student outcomes for alignment with Colorado values.

# Process for Establishing Exit Criteria

- Investigate impact of revised cuts on prior results and determine the degree of alignment with Colorado expectations.
- Analyze relationship of new proficiency designations with CMAS PARCC outcomes.
- Convene panel of experts who will use all the above information to determine the ELP assessment score (or scores if using multiple domains) that Colorado feels are appropriate for redesignation.
- As additional years of data become available, review results to ensure continued appropriateness of exit criteria.

# Time Limit for Reporting as FEP

- **Federal Statute §200.16(b)(1): "With respect to a student previously identified as an English learner who has achieved English language proficiency consistent with the standardized, statewide entrance and exit procedures... (i) A State may include such a student's performance within the English learner subgroup... for not more than four years after the student ceases to be identified as an English learner for purposes of calculating the Academic Achievement indicator"**
- **CDE proposes to include as FEP: Monitor Year 1, Monitor Year 2, Exit Year 1, Exit Year 2 students, and then re-categorize students as Former English Language Learners (FELL) for all future years and reporting purposes.**

# Thank You!

merci gracias shoukriah  
grazie asante sana evkaristo  
tack diolch yn fawr  
kamsu hamnida  
danke schön xie-xie  
mahalo salamat  
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**COLORADO**

Department of Education

# Every Student Succeeds Act (ESSA)

# Standards Spoke Committee

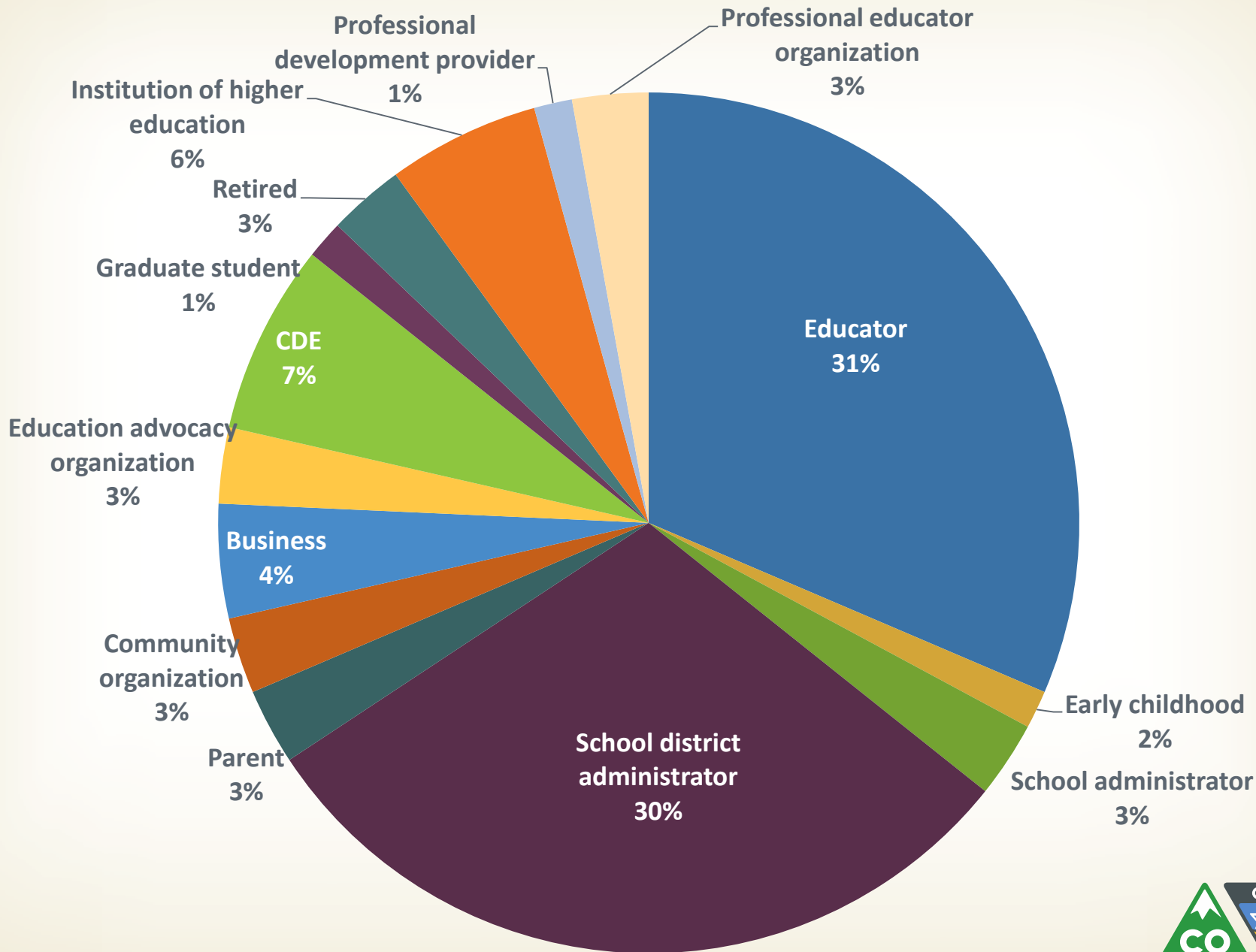




# About the Standards Spoke Committee



# ESSA Standards Spoke Committee Membership



# Standards Spoke Committee Process

Timeline	Tasks
August	Recruit committee members
August 18	Informational webinar about the Standards Spoke Committee
August 22	Sign-up deadline for committee
August 24	<ul style="list-style-type: none"><li>• Committee members are announced</li><li>• Committee members have access to “empty” draft outline</li></ul>
August 29	Virtual committee meeting to discuss “empty” draft outline
September 1	Input due for section outline
September 8	Virtual committee meeting to review draft outline
September 15	Committee members have access to the first draft of the section
September 22	Virtual committee meeting to review first draft of the section
September 29	Feedback due for first draft of the section
October 6	Committee members have access to second draft of the section
November 3	Virtual committee meeting to review Hub and SBE update and discuss draft standards section

# ESSA Requirements and Decision Points



# ESSA Standards Requirements

- Provide assurance that the state has adopted “challenging” statewide standards in math, reading or language arts, and science
- Alternate achievement standards for students with the most significant cognitive disabilities
- Standards for English language proficiency



# ESSA Restrictions on U.S. Department of Education Related to Standards

- States shall not be required to submit standards to the Secretary of Education
- The Secretary shall not have the authority to mandate, direct, control, coerce, or exercise any direction or supervision over any of the challenging State academic standards adopted or implemented by a State

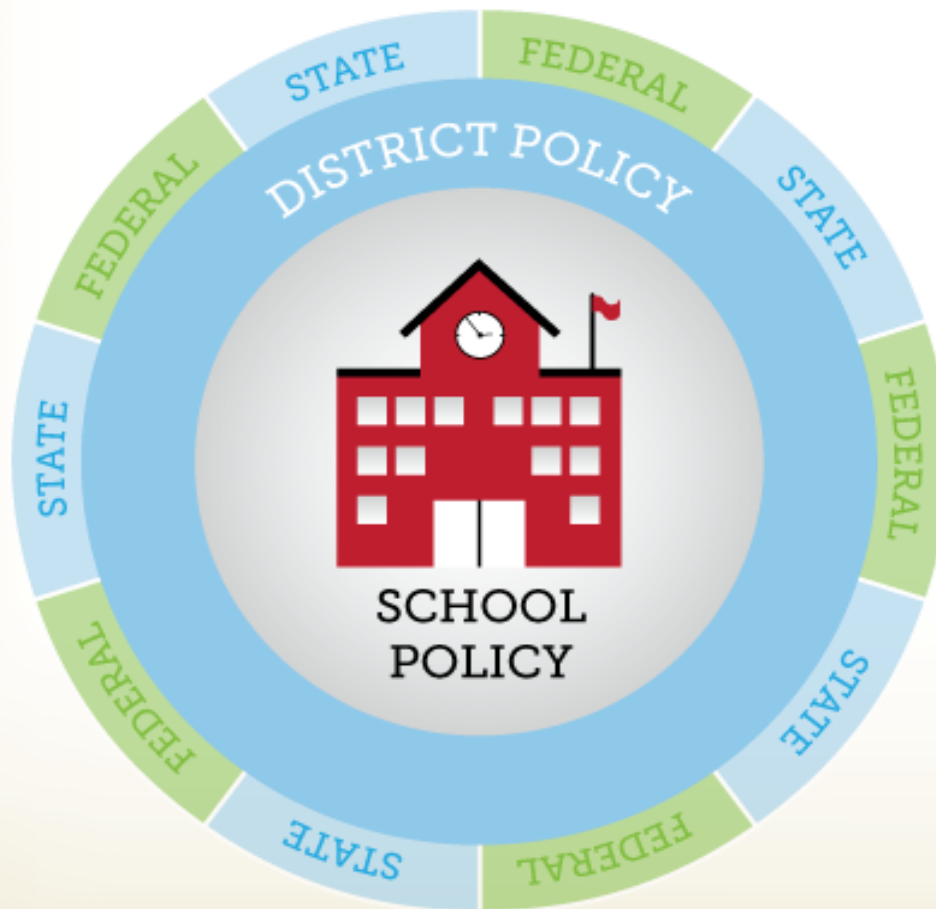


# Key Conversations of the Standards Spoke Committee



# Differentiating Between Federal, State and Local Policies

## ■ Existing Colorado Education Law



### SCHOOL/DISTRICT POLICY

- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

### STATE POLICY

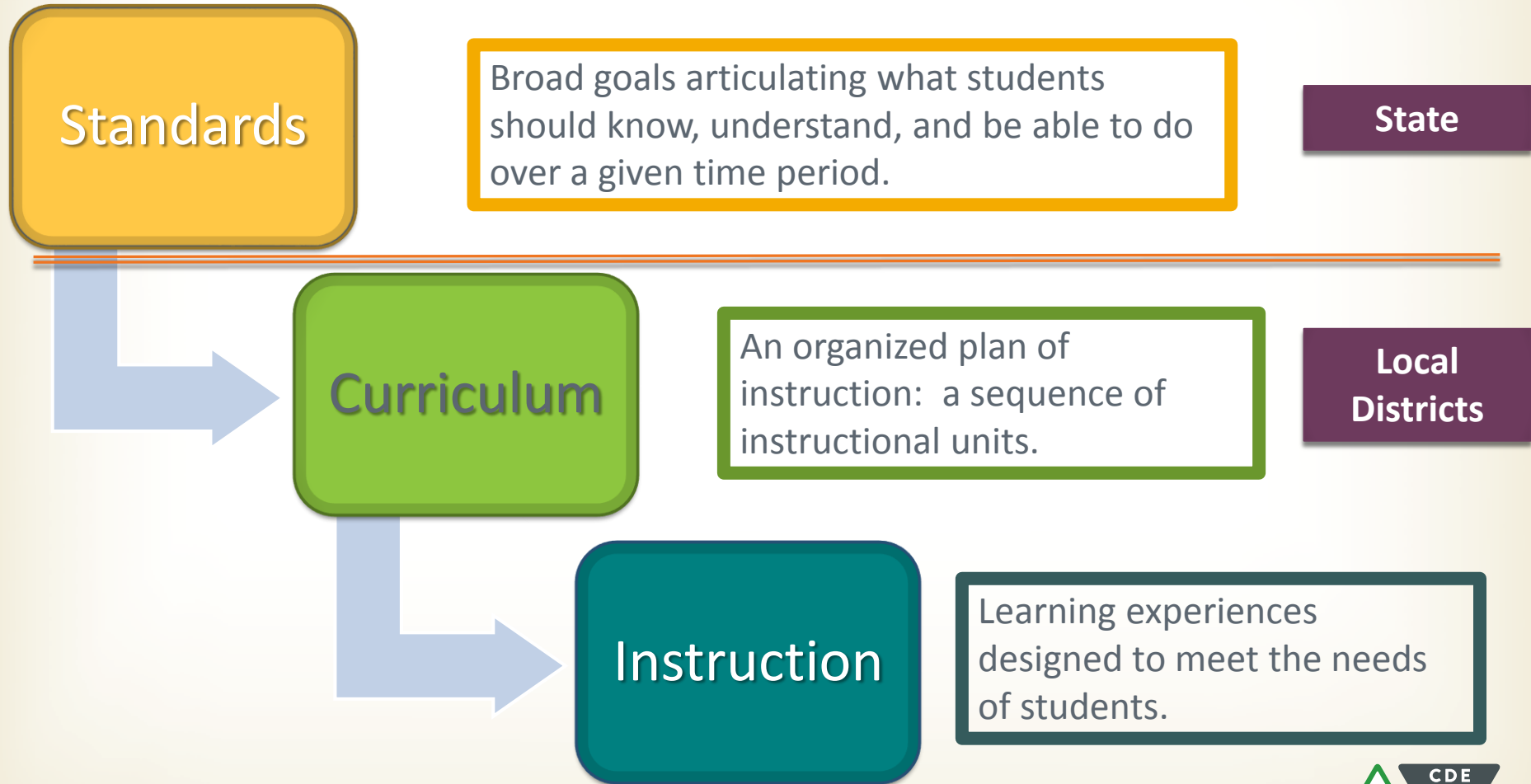
- Licensure requirements
- Standards
- Specific state assessments, etc.

### FEDERAL POLICY

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.



# The Relationship to Standards to Classroom Instruction



# History of Academic Standards in Colorado: The Colorado Model Content Standards

- **House Bill 1313 (passed in 1993) initiated standards based education Colorado**
  - Created standards in reading, writing, mathematics, science, history, civics, geography, economics, art, music, and physical education
  - Initiated the Colorado Student Assessment Program (CSAP) in 1996
- **Why standards?**
  - Standards define what students should know and be able to do at the end of a grade level or grade span
  - Standards advance equity of outcomes for students
  - Standards reinforce school and district accountability



# History of Academic Standards in Colorado: Colorado's Achievement Plan for Kids (CAP4K) Standards Timeline

## Senate Bill 08-212, Officially called the Preschool to Postsecondary Education Alignment Act

- **2008:** CAP4K passes
- **2009:** Standards revision process conducted; new standards adopted in all ten content areas (called the Colorado Academic Standards)
- **2010:** Common Core State Standards in mathematics and English/language arts adopted; standards in these two content areas reissued
- **2011-2013:** Transition process to the Colorado Academic Standards
- **2013-14:** Full implementation of the Colorado Academic Standards
- **July 1, 2018:** The first review and revision cycle for the Colorado Academic Standards is set to conclude (and every six years thereafter)



# History of Academic Standards in Colorado: Colorado's Achievement Plan for Kids (CAP4K)

## Requirements for the Colorado Academic Standards:

- Minimally include reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, English language competency, economics, civics, and financial literacy
  - HB 16-1198 requires addition of optional, secondary computer science standards by July 2018
- Be comparable in scope, relevance, and rigor to the highest national and international standards
- Require the development of creativity and innovation skills; critical-thinking and problem-solving skills; communication and collaboration skills; social and cultural awareness; civic engagement; initiative and self-direction; flexibility; productivity and accountability; character and leadership; and information technology application skills
- Be aligned with career and technical education standards, as practicable
- Be aligned with the state's postsecondary and workforce description
- Lead to postsecondary and workforce readiness



# Overview of Draft ESSA Standards Section



# Federal and State Requirements: Challenging Academic Standards

ESSA Requirements	State Requirements
Assurance that the state has adopted challenging standards	CAP4K required the State Board of Education to adopt postsecondary aligned standards by December 2009; the standards must be comparable in scope, relevance, and rigor to the highest national and international standards
The standards apply to all public schools	CAP4K requires each local education provider to adopt local standards that meet or exceed state standards; districts may adopt the state's standards
The standards include at minimum the subject areas of mathematics, reading or language arts, and science	CAP4K requires standards in reading, writing, mathematics, science, history, geography, visual arts, performing arts, physical education, world languages, economics, civics, financial literacy, computer science*
The standards are aligned with credit-bearing coursework and state career and technical education standards	CAP4K requires the academic standards to (1) align with the postsecondary and workforce readiness description co-adopted by the State Board of Education and the Colorado Commission on Higher Education and (2) lead to postsecondary readiness



# Federal and State Requirements: Alternate Achievement Standards

## ESSA Requirements

*The alternate achievement standards must be:*

Aligned with the state academic standards

Promote access to the general education curriculum

Reflect professional judgment as to the highest possible standards achievable by students with the most significant cognitive disabilities

Designated in the individualized education program for each such student as the academic achievement standards that will be used for the student

Aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment

## State Requirements

The Colorado Exceptional Children's Education Act (ECEA) corresponds to federal guidance of IDEA Part B statute and regulation addressing the alignment of challenging academic standards. Sec. 300.160(c)(2)(i) and (ii) (I) and the adoption of alternate achievement standards for students with the most significant cognitive disabilities. Sec.200.300.160(c)(2) (iii)

# Federal and State Requirements: English Language Proficiency Standards

<b>ESSA Requirements</b> <i>The English language proficiency standards must:</i>	<b>State Requirements</b> <i>The Colorado English language proficiency standards meet all ESSA requirements:</i>
Be derived from the four recognized domains of speaking, listening, reading, and writing	CAP4K requires Colorado’s standards to include standards for English language proficiency. Adopted in 2009, the Colorado English language proficiency standards, through WIDA*, incorporate the four recognized domains.
Address the different proficiency levels of English learners	The Colorado English language proficiency standards address the following six levels of English language proficiency: 1—Entering, 2—Emerging, 3—Developing, 4—Expanding, 5—Bridging, and 6—Reaching.
Align with the State’s challenging academic standards	The Colorado English language proficiency standards provide English learners with the social and instructional language necessary for school and access to grade level academic content standards.

\*WIDA: World-class Instructional Design and Assessment





# Next Steps

- The Standards section of the ESSA state plan has been drafted and is posted on the CDE website for review.
- The Standards Spoke Committee will make any needed revisions based on feedback/comments received.
- The Standards Spoke Committee is requesting the approval of the draft Standards section by the Hub Committee.



Questions?  
Comments?





**COLORADO**

Department of Education

# ESSA Accountability Work Group: EL Growth Indicator Decision Point

November 21, 2016

# Decision Point

- How will Colorado incorporate progress in acquiring English language proficiency for ELs in our state accountability system?

# Requirements: Federal Statute

- **§1111(c)(4)(A)(ii):** Report for accountability "for English Learners, increases in the percentage of **students making progress in achieving English language proficiency** within a State-determined timeline"

# Requirements: Proposed Federal Regulations

- **§200.14(b)(4):** Include "For all schools, a Progress in Achieving English Language Proficiency indicator, based on English learner **performance on the annual English language proficiency assessment...** in each of grades 3 through 8 and in grades for which English learners are otherwise assessed... that—
  - i) **Takes into account students' English language proficiency level** and, at a State's discretion, one or more student characteristics in the same manner in which the State determines its long-term goals for English learners...
  - (ii) Uses **objective and valid measures of progress** such as student growth percentiles...
  - (iii) Is aligned with the **State-determined timeline for attaining English language proficiency...**
  - (iv) May also include a measure of proficiency (e.g., an increase in percentage of English learners scoring proficient on the English language proficiency assessment...compared to the prior year)."

# Requirements: Proposed Federal Regulations

- **New ESSA statute and regulations also require a state-determined timeline for ELs to achieve proficiency (be redesignated as Fluent English Proficient (FEP) Monitor Year 1).**
- **§200.13(c)(2):** For goals and measurements of interim progress, the State "(i) Must set expectations that each English learner will—
  - (A) Make annual progress toward attaining English language proficiency; and
  - (B) **Attain English language proficiency within a period of time after the student's identification as an English learner**, except that an English learner that does not attain English language proficiency within such time must not be exited from English learner services or status”

# Requirements: Proposed Federal Regulations (cont.)

- **§200.13(c)(2): goals and measurements of interim progress,** “(ii) Must be determined using a State-developed uniform procedure applied consistently to all English learners in the State that takes into consideration, at the time of a student's identification as an English learner, the student's English language proficiency level, and may take into consideration, at a State's discretion, one or more of the following student characteristics: **(A) Time in language instruction educational programs. (B) Grade level. (C) Age. (D) Native language proficiency level. (E) Limited or interrupted formal education, if any.**”



# What We've Heard

- CDE's Listening tour did not specifically address the challenges and opportunities related to English learners.
- Within each of the spoke committees, EL stakeholders were included as members and provided expertise relevant to regulation decisions and recommendations.
- Additional committee and regional meetings have been held to solicit stakeholder input on ESSA as it relates to ELs.
- The Culturally and Linguistically Diverse Education (CLDE) Stakeholder collaborative members provided feedback at their November meeting.

[http://www.cde.state.co.us/cde\\_english/CLDEmeetings](http://www.cde.state.co.us/cde_english/CLDEmeetings)

# Recommendation #1

- Continue using the existing sub-indicator for ELP growth - **median student growth percentile (MGP) on WIDA ACCESS**
- MGP metric provides information on how much progress students with two+ consecutive years of WIDA ACCESS scores have made in acquiring English proficiency in comparison to their English proficiency peers.
- For accountability reporting, 4-rating categories are applied (Does Not Meet, Approaching, Meets, Exceeds) that roughly correspond to the 15<sup>th</sup>, 50<sup>th</sup>, and 85<sup>th</sup> percentiles of the school growth distribution

# Recommendation #2

- **Add a sub-indicator for ELP accountability measuring growth-to-a-standard on WIDA ACCESS.**
- **Proposing to use CDE's current 6-year stepping-stone timeline with potential modifications (depending on transition to ACCESS 2.0 and revised standard setting results) to determine students progress towards achieving English proficiency.**
- **Students coming in at Level 1 would be given 6 years to achieve redesignation.**
  - Students entering at any point further along in the proficiency continuum would be expected to achieve redesignation within the remaining time allowed by the stepping-stone trajectory.

# Recommendation #2

- If at any point a student did not make the progress expected on the stepping-stone trajectory (1-1-1-2-1) based on their prior year proficiency level, they would be considered off-track.
- Recommending a series of next steps to determine an expected trajectory to English proficiency (redesignation) that reflects the needs and opportunities of Colorado EL students.
- In determining this trajectory, keep in mind that ESSA will require the State to report the number of students who do not achieve proficiency within a 5-year timeframe.

# Recommendation #2- Plan of Action

- Review available literature on definitions of and timelines for acquiring English proficiency (generally recommend 5-7 years).
- Review historical CDE data (ELP and content area assessments) to determine patterns of EL progress over time and in comparison to native English-speaking peers in Colorado.
- Analyze outcomes for students after redesignation to determine whether previous cuts were appropriate.
- Once information from WIDA's ACCESS 2.0 standard setting is published, review performance descriptors, consortium recommended cuts (if available) and student outcomes for alignment with Colorado values.

# Recommendation #2- Plan of Action

- Investigate impact of revised cuts on prior results and determine the degree of alignment with Colorado expectations.
- Analyze relationship of new proficiency designations with CMAS PARCC outcomes.
- Convene panel of experts who will use all the above information to determine the ELP assessment score (or scores if using multiple domains) that Colorado feels are appropriate for redesignation.
- Panel will also determine the **overall timeline** for achieving English proficiency and **yearly benchmarks** that will ensure proficiency within the given timeline.

# Recommendation #2- Plan of Action

- Yearly benchmarks will be used to determine whether or not students are **on-track to proficiency**.
- School level (elementary, middle and high school) aggregations of on-track status will be reported as an additional accountability indicator with 4-rating categories applied (Does Not Meet, Approaching, Meets, Exceeds) that roughly correspond to the 15<sup>th</sup>, 50<sup>th</sup>, and 85<sup>th</sup> percentiles of the school on-track status distribution.
- As additional years of data become available, review results to ensure continued appropriateness of exit criteria.

# Options Not Recommended

- Previous CDE methodology for calculating adequate student growth percentiles, did not meet ESSA requirement for a finite timeline to achieve English proficiency.
- Other considered methodologies did not align with Colorado's definition of student growth or allow for meaningful differentiation among schools based upon student progress.



# Input Needed

- Please use this link to respond to the following questions:  
<https://www.surveymonkey.com/r/JJVJ6PH>
- Who are you?
  - Parent
  - Educator
  - Public
  - Hub member
- Do you support including both a median student growth percentile and a growth-to-standard measure as part of the English language progress indicator? (1=do not support, 5=strongly support)
- Are there any additional factors that the spoke committee should consider or investigate?



If you want to listen to the recorded presentations around all the Accountability Decision Points, they are available on the web at:

<http://www.cde.state.co.us/fedprograms/accountabilityfeedback>





**COLORADO**

Department of Education

**Accountability Work Group:  
Testing First Year in US ELs on ELA Content  
Assessment Decision Point**

November 21, 2016

# Decision Point

- **How should first year in US EL's be included in ELA testing, accountability, and reporting?**

# Requirements: Proposed Federal Regulations

- **§200.16(a)(3): For ELs enrolled in a US school less than 12 months, the State may either-**
- **“(i)(A) Exempt** such an English learner from the **first administration** of the reading/language arts assessment;
  - **(B) Exclude** such an English learner's results on the assessments... in calculating the Academic **Achievement** and Progress in Achieving English Language Proficiency indicators in the **first year...** and
  - **(C) Include** such an English learner's results on the assessments in calculating the Academic **Achievement** and Progress in Achieving English Language Proficiency indicators in the **second year...** and every year of enrollment thereafter”
- **OR**

# Requirements: Proposed Federal Regulations

- **“(ii)(A) Assess**, and report the performance of, such an English learner on the assessments...
- (B) **Exclude** such an English learner's results on the assessments... in calculating the Academic **Achievement** indicator in the **first year**...
- (C) **Include** a measure of such an English learner's **growth** on the assessments... in calculating the Academic Progress indicator... in the **second year**... and
- (D) **Include** a measure of such an English learner's proficiency on the assessments... in calculating the Academic **Achievement** indicator in the **third year**... and every year of enrollment thereafter."

# First Year in US English Learners: English Language Arts Assessment and Accountability

	YEAR 1		Year 2		Year 3	
	Tested in ELA in Year 1	Did not Test in ELA in Year 1	Tested in ELA in Year 1	Did not Test in ELA in Year 1	Tested in ELA in Year 1	Did not Test in ELA in Year 1
<b>Will students test?</b>	YES	NO	YES	YES	YES	YES
<b>Included in participation calculations?</b>	YES	YES, if participated in ACCESS	YES	YES	YES	YES
<b>Included in growth calculations?</b>	NO, prior year's score not available	NO, prior year's score not available	YES	NO, prior year's score not available	YES	YES
<b>Included in achievement calculations (mean scale score)?</b>	NO	NO	NO	YES	YES	YES



# Requirements: Proposed Federal Regulations

- **§200.16(a)(4):** "A State may choose one of the exceptions described" above "for recently arrived English learners and must— (i)(A) Apply the same exception to all recently arrived English learners in the State; or (B) Develop and consistently implement a **uniform statewide procedure** for all recently arrived English learners that, in determining whether such an exception is appropriate for an English learner, **considers the student's English language proficiency level** and that may, at a State's discretion, consider one or more of the student characteristics"

# Colorado Context

- Flexibility for states to either exempt or assess first year ELs (with the accompanying accountability reporting requirements) was allowed by USDE for 2015-16.
- CDE's Assessment Unit presented these options to the field and received mixed feedback. There was not consensus around adopting either approach statewide.
- For the 2015-16 and 2016-17 CMAS PARCC Administrations, individual districts were allowed to choose whether to test or exempt first year ELs.
- Colorado will need to adopt a single consistent EL newcomer testing policy to be implemented for 2017-18.

# What We've Heard

- The Accountability spoke has been collaborating with the Assessment spoke in reviewing the statutory requirements and determining the optimal path forward.
- The Culturally and Linguistically Diverse Education Stakeholder collaborative members were briefed at their October and November meetings and provided substantive feedback.  
[http://www.cde.state.co.us/cde\\_english/CLDEmeetings](http://www.cde.state.co.us/cde_english/CLDEmeetings)
- Members of the State Board of Education were presented with the initial recommendation at the October board meeting and gave recommendations for additional consideration.
- Additional regional meetings with district representatives of EL programming

# Accountability Spoke Proposed Procedure for Testing EL Newcomers

- If a student has been enrolled in a US school for less than 12 months and is classified as **Non-English Proficient (NEP)**- based on the WIDA screener and local body of evidence- he or she is **exempt** from taking the CMAS PARCC ELA assessment. A student's parents can opt the child into testing if they choose, and the score results will be used for accountability and growth calculations.
- If a student has been enrolled in a US school for less than 12 months and is classified as **Limited-English Proficient (LEP) or Fluent-English Proficient (FEP)**- based on the WIDA screener and local body of evidence- he or she should be **assessed** on the CMAS PARCC ELA assessment.

# Additional Information

- CDE will work with stakeholders to create a standardized process for building a local body of evidence. Guidance will be provided around appropriate measures/indicators of progress in learning English and determining if a student should be re-categorized as LEP.
- For test registration and record keeping purposes, districts will need to change a student's official EL status in Data Pipeline from NEP to LEP if they plan to test the student on the ELA assessment.
- CDE will run checks between the assessment file and Data Pipeline to ensure consistency across district coding and testing practices for EL newcomers.

# Options Not Recommended

- Given the widely differing district preferences between testing and exemption and the regulatory requirement for a single uniform statewide procedure, a compromise solution seemed like the best balance of perspectives.
- At all public presentations of the initial Accountability spoke recommendation, there has been general approval of the proposed solution to exempt NEP and test LEP students in the US less than 1 year.
- Feedback around creating a standardized Body of Evidence and allowing parent opt-ins to be included for accountability reporting were incorporated into the original proposal.

# Input Needed

- Please use this link to respond to the following questions:  
<https://www.surveymonkey.com/r/JT7YXYC>
- Who are you?
  - Parent
  - Educator
  - Public
  - Hub member

# Input Needed

- For ELs enrolled in US school for less than 1 year, do you support exempting non-English proficiency (NEP) students from one administration of the state ELA assessment while testing students demonstrating limited English proficiency (LEP)? (1= do not support, 5= strongly support)
- Are there any additional factors that the spoke committee should consider or investigate?